The *Ayurveda* system was superior to the other systems obtaining in the country as it aimed at removing the root-cause of the disease and not content with treating the symptoms only. There was no one in the department who could perform such highly delicate operations as *vasti*. *Vaidyans* capable of performing successfully these operations which were gradually falling into disuse should be appointed. A committee consisting of Messrs. Vayaskara Moosu, Thaikattusseri Nambudiri, Turavur Ananta Shenoi, Pantalam Krishna Variar, Panavallil Krishnan Vaidyar, Kakkakuzhi Padmanabhan and other eminent *vaidyans* of established reputation should be formed to administer and control the department if the defects were to be removed.

Preference should be given to experienced and skilled *vaidyans* in the country and to qualified certificate-holders in the matter of appointments to the *vaidyasalas* which were being newly awarded grants every year.

Leprosy, consumption and diabetes were widely prevalent in the country. The Member reminded the Government that in the previous year he had asked that four or five patients from the Leper Asylum should be entrusted to his care and had guaranteed that he would cure them within a specified time, and that, though the Dewan had agreed to accept the proposal, nothing had been done.

DEWAN'S REPLY: Mr. Krishnan Asan, I have no doubt that the Director of Ayurveda has earnestly directed his attention to your very eloquent words as I did myself. The important questions that you have raised will be borne in mind by the Government. And I have no doubt the Director will bear all that you have said in mind when he is sending up proposals to the Government on the administration of his department.

2. I see, from your allusion to the herbarium and to the mode of teaching the young practitioner, that you belong to that school of *Ayurvedic* thought which holds that the practitioner should also be his own druggist and herbarist. In respect of that, I will point out to you that there is also another school which, borrowing no doubt from the druggist of the West, would like to see that drugs, concoctions and decoctions and so on should be standardised and brought into use in much the same way as the British Pharmacopæa provides for. So, you see that yours is not the only school of thought. The Government will have to consider, in consultation with the Director, which will be the ultimate goal the *Ayurveda* practitioner should aim at, whether he should be his own druggist or whether we should establish a Pharmacopæa. These are all difficult problems which will require thorough thinking out and it will take time. I may assure you that the department watches the direction in which the practitioner is naturally taking his course.

79. Educational reforms.

MR. GOVINDAN PADMANABHAN (*Member, Trivandrum taluk, Group II*) said that the present educational policy needed thorough revision and made certain proposals, the first among which was the introduction of the 'shift system' in the first two classes of all primary schools. It would be cruel to compel children to undergo five hours' study a day. The introduction of the system would be a boon to the working classes as the parents could have the services of their children during leisure hours and the children also would be benefited by the training in their hereditary profession.

English should be taught as a compulsory subject in all classes from Class IV of Vernacular Schools in the same way as it is done in English Schools. If this proposal was adopted, the Government would be able within a short period to do away with the Middle School classes in English Schools. The system proposed had been advocated by eminent educationists and had the advantage of imparting instruction in Arithmetic, Geography, etc., in the vernacular. As these subjects were even now taught in the vernacular in the Middle School classes of English Schools, it was an unnecessary duplication of tuition which the students already had in the Vernacular School classes. It would therefore be sufficient to retain in English Schools only classes above Form III. The adoption of the system would also give better grounding to pupils on such subjects as Arithmetic and Geography. It would also result in a large saving to the Government. He also hoped that the introduction of English as a

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compulsory subject in Vernacular Schools would make the pupils better able to receive technical instruction and would help to solve the problem of unemployment.

Pupils belonging to the depressed classes should be supplied with books, slates, etc., free of cost, and they should also be given the noon meal.

There should be at least one or two schools in every taluk for imparting instruction in weaving, mat-making and other industrial matters.

Pupils should be permitted to appear for the School Final Examination provided they had completed their course of studies in Form VI.

He then urged the necessity for opening the Geology chair in the Science College. This, he said, was promised by Dewan Mr. Raghaviah at the last session of the Assembly, but nothing had been done in the matter.

Lastly, he represented that the curricula of studies in Girls' Schools and the Women's College required thorough revision. After the first four classes in Vernacular Schools and the first three classes in English Schools there should be two courses of studies, one calculated to impart general instruction to girls which would make them better fitted for domestic life. The other course might be as it was and could be chosen by those who desired university degrees or wished to compete with men in public life.

DEWAN'S REPLY : Mr. Govindan Padmanabhan, in regard to your first point, 'the shift system' is already being tried in several schools and is being watched carefully.

2. There is one other specific point in your representation, *viz.*, the constitution of a Geology chair. I shall take that question up and try to find out why it is held in abeyance and why it cannot be revived.

3. All the other points you have touched upon deal largely with the question of the general system of education in the country and, in respect of this, I will invite your attention to the remarks, in the matter of policy, I made in my opening address.

80. Teachers in Vernacular Schools.

MR. KANAKKU MARTANDA PILLAI PARAMESVARAN PILLAI (*Member, Chirayinkil taluk, Group I*) observed that the condition of teachers of departmental and grant-in-aid Vernacular Schools was very miserable and regretted that the Government did not realise it and take the necessary steps to place them on a better footing. The salaries in other departments of the State had undergone two or more revisions, and it was only then that there was a revision of the salaries of the Education Department. But the status in society and the responsibilities of the teacher were high. It was the teacher who made the young student of to-day the citizen of tomorrow and at once serviceable to his home and country. It was therefore of the greatest importance that the teachers should be placed on a higher status as regards their pay. It was not just that, in this matter, the Government should plead lack of funds. He then pointed out the ways by which the funds might be found. These were—

(1) Reduction of unnecessary appointments.

(2) Reduction of salaries of high-paid officers.

(3) The introduction of the 'shift system' in all schools, departmental and aided.

(4) Reduction in the number of teachers by the introduction of the 'shift system' and by amalgamating the several divisions of the higher classes so that there might be 60 to 75 pupils in a class under one teacher.

(5) Government should publish the text-books themselves, in which case, the profits which now accrued to the book-sellers would accrue to the Government.

(6) Abolition of some schools too near each other. In the lower classes, girls also might be admitted and the need for those classes in the girls' schools might thereby be avoided.

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